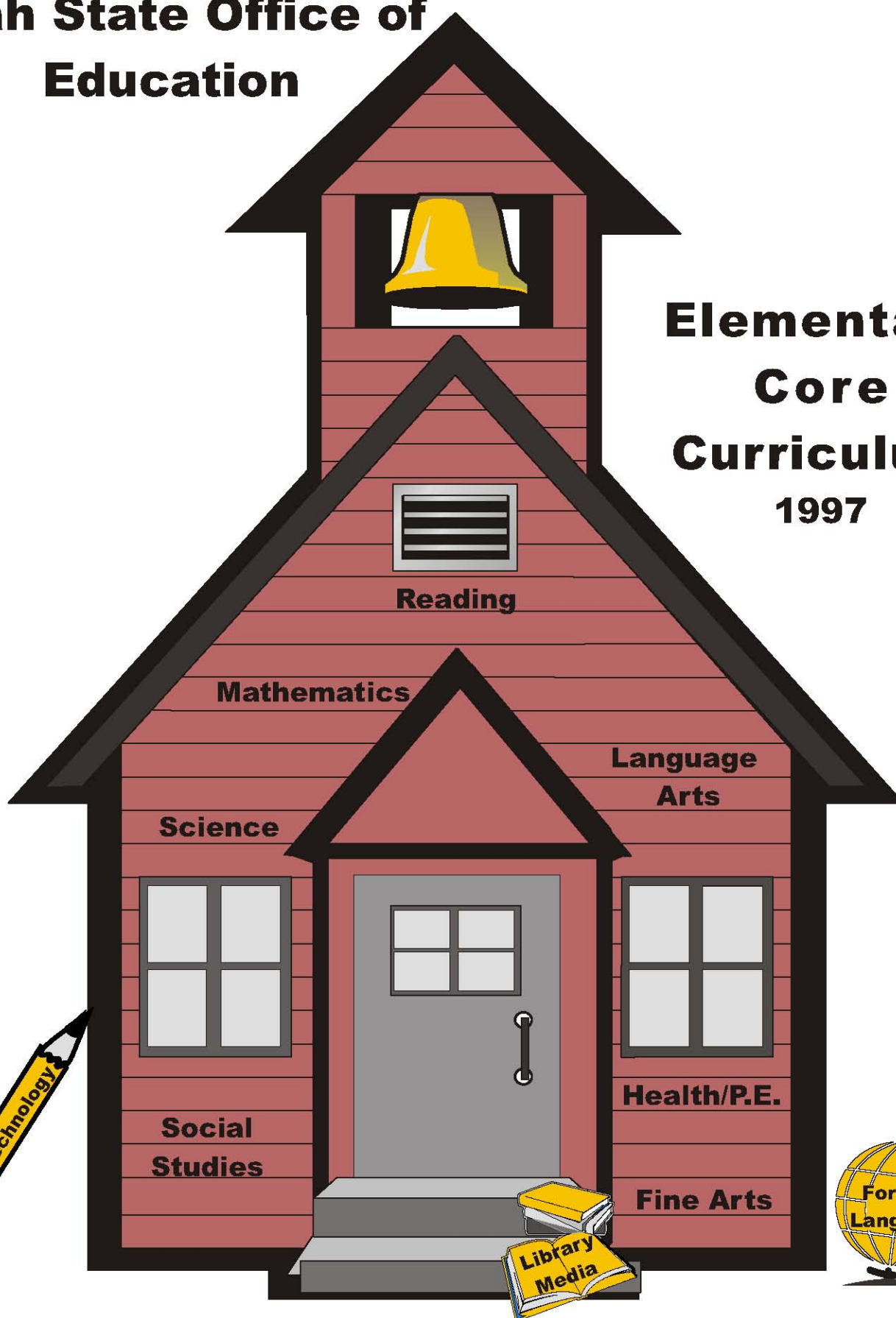
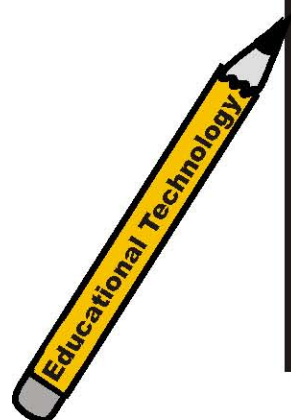


# Utah State Office of Education



## Elementary Core Curriculum 1997



## Health Education 3-6



## ELEMENTARY CORE CURRICULUM

# **RESPONSIBLE HEALTHY LIFESTYLES 3-6**

UTAH STATE OFFICE OF EDUCATION

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## INTRODUCTION

Action by the Utah State Board of Education in January 1984 established a policy requiring the identification of specific Core Curriculum standards, which must be completed by all students K-12 as a requisite for graduation from Utah's secondary schools. This action was followed by three years of extensive work involving all levels of the education family in the process of identifying, trial testing, and refining these Core Curriculum standards for Utah's schools.

The Core Curriculum represents those standards of learning that are essential for all students. They are the ideas, concepts, and skills that provide a foundation on which subsequent learning may be built.

The Core should be taught with respect for differences in learning styles, learning rates, and individual capabilities without losing sight of the common goals. Although the Core Curriculum standards are intended to occupy a major part of the school program, they are not the total curriculum of a level or course.



**R277. Education, Administration.**

**R277-700. The Elementary and Secondary School Core Curriculum.**

**R277-700-1. Definitions.**

A. "Accredited" means evaluated and approved under the Standards for Accreditation of the Northwest Association of Schools and Colleges or the accreditation standards of the Board, available from the USOE Accreditation Specialist.

B. "Applied technology education (ATE)" means organized educational programs or courses which directly or indirectly prepare students for employment, or for additional preparation leading to employment, in occupations, where entry requirements generally do not require a baccalaureate or advanced degree.

C. "Basic skills course" means a subject which requires mastery of specific functions and was identified as a course to be assessed under Section 53A-1-602.

D. "Board" means the Utah State Board of Education.

E. "Core Curriculum content standard" means a broad statement of what students enrolled in public schools are expected to know and be able to do at specific grade levels or following completion of identified courses.

F. "Core Curriculum criterion-referenced test (CRTs)" means a test to measure performance against a specific standard. The meaning of the scores is not tied to the performance of other students.

G. "Core Curriculum objective" means a more focused description of what students enrolled in public schools are expected to know and do at the completion of instruction.

H. "Demonstrated competence" means subject mastery as determined by school district standards and review. School district review may include such methods and documentation as: tests, interviews, peer evaluations, writing samples, reports or portfolios.

I. "Elementary school" for purposes of this rule means grades K-6 in whatever kind of school the grade levels exist.

J. "High school" for purposes of this rule means grades 9-12 in whatever kind of school the grade levels exist.

K. "Individualized Education Program (IEP)" means a written statement for a student with a disability that is developed, reviewed, and revised in accordance with the Utah Special Education Rules and Part B of the Individuals with Disabilities Education Act (IDEA).

L. "Middle school" for purposes of this rule means grades 7-8 in whatever kind of school the grade levels exist.

M. "Norm-referenced test" means a test where the scores are based on comparisons with a nationally representative group of students in the same grade. The meaning of the scores is tied specifically to student performance relative to the performance of the students in the norm group under very specific testing conditions.

N. "State core Curriculum (Core Curriculum)" means those standards of learning that are essential for all Utah students, as well as the ideas, concepts, and skills that provide a foundation on which subsequent learning may be built, as established by the Board.

O. "USOE" means the Utah State Office of Education.

P. "Utah Basic Skills Competency Test" means a test to be administered to Utah students beginning in the tenth grade to include at a minimum components on English, language arts, reading and mathematics. Utah students shall satisfy the requirements of the Utah Basic Skills Competency Test in addition to school or district graduation requirements prior to receiving a basic high school diploma.

#### **R277-700-2. Authority and Purpose.**

A. This rule is authorized by Article X, Section 3 of the Utah Constitution, which places general control and supervision of the public schools under the Board; Section 53A-1-402(1)(b) and (c) which directs the Board to make rules regarding competency levels, graduation requirements, curriculum, and instruction requirements; Section 53A-1-402.6 which directs the Board to establish a Core Curriculum in consultation with local boards and superintendents and directs local boards to design local programs to help students master the Core Curriculum; and Section 53A-1-401(3) which allows the Board to adopt rules in accordance with its responsibilities.

B. The purpose of this rule is to specify the minimum Core Curriculum requirements for the public schools, to give directions to local boards and school districts about providing the Core Curriculum for the benefit of students, and to establish responsibility for mastery of Core Curriculum requirements.

#### **R277-700-3. Core Curriculum Standards and Objectives.**

A. The Board establishes minimum course description standards and objectives for each course in the required

general core, which is commonly referred to as the Core Curriculum.

B. Course descriptions for required and elective courses shall be developed cooperatively by school districts and the USOE with opportunity for public and parental participation in the development process.

C. The descriptions shall contain mastery criteria for the courses, and shall stress mastery of the course material and Core objectives and standards rather than completion of predetermined time allotments for courses.

D. Implementation of the Core Curriculum and student assessment procedures are the responsibility of local boards of education consistent with state law.

E. This rule shall apply to students in the 2005-2006 graduating class.

**R277-700-4. Elementary Education Requirements.**

A. The Board shall establish a Core Curriculum for elementary schools, grades K-6.

B. Elementary School Education Core Curriculum Content Area Requirements:

- (1) Grades K-2:
  - (a) Reading/Language Arts;
  - (b) Mathematics;
  - (c) Integrated Curriculum.
- (2) Grades 3-6:
  - (a) Reading/Language Arts;
  - (b) Mathematics;
  - (c) Science;
  - (d) Social Studies;
  - (e) Arts:
    - (i) Visual Arts;
    - (ii) Music;
    - (iii) Dance;
    - (iv) Theatre.
  - (f) Health Education;
  - (g) Physical Education;
  - (h) Educational Technology;
  - (i) Library Media.

C. It is the responsibility of the local boards of education to provide access to the Core Curriculum to all students.

D. Student mastery of the general Core Curriculum is the responsibility of local boards of education.

E. Informal assessment should occur on a regular basis to ensure continual student progress.

F- Board-approved CRT's shall be used to assess student mastery of the following:

- (1) reading;
- (2) language arts;
- (3) mathematics;
- (4) science in elementary grades 4-6; and
- (5) effectiveness of written expression.

G. Norm-referenced tests shall be given to all elementary students in grades 3 and 5.

H. Provision for remediation for all elementary students who do not achieve mastery is the responsibility of local boards of education.

#### **R277-700-5. Middle School Education Requirements.**

A. The Board shall establish a Core Curriculum for middle school education.

B. Students in grades 7-8 shall earn a minimum of 12 units of credit to be properly prepared for instruction in grades 9-12.

C. Local boards may require additional units of credit.

D. Grades 7-8 Core Curriculum Requirements and units of credit:

- (1) General Core (10.5 units of credit):
  - (a) Language Arts (2.0 units of credit) ;
  - (b) Mathematics (2.0 units of credit);
  - (c) Science (1.5 units of credit);
  - (d) Social Studies (1.5 units of credit);
  - (e) The Arts (1.0 units of credit):
    - (i) Visual Arts;
    - (ii) Music;
    - (iii) Dance;
    - (iv) Theatre.
  - (f) Physical Education (1.0 units of credit);
  - (g) Health Education (0.5 units of credit);
  - (h) Applied Technology Education Technology, Life, and Careers (1.0 units of credit);
    - (i) Educational Technology (credit optional);
    - (j) Library Media (integrated into subject areas).

E. Board-approved CRT's shall be used to assess student mastery of the following:

- (1) reading;
- (2) language arts;
- (3) mathematics;
- (4) science in grades 7 and 8; and
- (5) effectiveness of written expression.

F. Norm-referenced tests shall be given to all middle school students in grade 8.

**R277-700-6. High School Requirements.**

A. The Board shall establish a Core Curriculum for students in grades 9-12.

B. Students in grades 9-12 shall earn a minimum of 24 units of credit.

C. Local boards may require additional units of credit.

D. Grades 9-12 Core Curriculum requirements required units of credit:

(1) Language Arts (3.0 units of credit);

(2) Mathematics (2.0 units of credit):

(a) minimally, Elementary Algebra or Applied Mathematics I; and

(b) geometry or Applied Mathematics II; or

(c) any Advanced Mathematics courses in sequence beyond (a) and (b) ;

(d) high school mathematics credit may not be earned for courses in sequence below (a).

(3) Science (2.0 units of credit from two of the four science areas):

(a) earth science (1.0 units of credit);

(b) biological science (1.0 units of credit);

(c) chemistry (1.0 units of credit);

(d) physics (1.0 units of credit).

(4) Social Studies (3.0 units of credit):

(a) Geography for Life (0.5 units of credit);

(b) World Civilizations (0.5 units of credit);

(c) U.S. history (1.0 units of credit);

(d) U.S. Government and Citizenship (0.5 units of Credit);

(e) elective social studies class (0.5 units of

(5) The Arts (1.5 units of credit from any of the following performance areas):

(a) visual arts;

(b) music;

(c) dance;

(d) theatre;

(6) Health education (0.5 units of credit)

(7) Physical education (1.5 units of credit):

(a) participation skills (0.5 units of credit);

(b) Fitness for Life (0.5 units of credit);

- (c) individualized lifetime activities (0.5 units of credit) or team sport/athletic participation (maximum of 0.5 units of credit with school approval).
- (8) Applied technology education (1.0 units of credit);
  - (a) agriculture;
  - (b) business;
  - (c) family and consumer sciences;
  - (d) technology education;
  - (h) trade and technical education.
  - (9) Educational technology:
    - (a) computer Technology (0.5 units of credit for the class by this specific name only); or
    - (b) successful completion of state-approved competency examination (no credit, but satisfies the Core requirement).
- (10) Library media skills integrated into the curriculum;
- (11) Board-approved CRT's shall be used to assess student mastery of the following subjects:
  - (a) reading;
  - (b) language arts through grade 11;
  - (c) mathematics as defined under R277-700-6D(2);
  - (d) science as defined under R277-700-6D(3); and
  - (e) effectiveness of written expression.
- E. Students shall participate in the Utah Basic Skills Competency Test, as defined under R277-700-10.
- F. Students with disabilities served by special education programs may have changes made to graduation requirements through individual IEPs to meet unique educational needs. A student's IEP shall document the nature and extent of modifications, substitutions or exemptions made to accommodate a student with disabilities.

**R277-700.7. Student Mastery and Assessment of Core Curriculum Standards and Objectives.**

- A. Student mastery of the Core Curriculum at all levels is the responsibility of local boards of education.
- B. Provisions for remediation of secondary students who do not achieve mastery is the responsibility of local boards of education under Section 53A-13-104.
- C. Students who are found to be deficient in basic skills through U-PASS shall receive remedial assistance according to provisions of Section 53A-1-606(1).



D. If parents object to portions of courses or courses in their entirety under provisions of law (Section 53A-13-101.2) and rule (R277-105), students and parents shall be responsible for the mastery of Core objectives to the satisfaction of the school prior to promotion to the next course or grade level.

E. Students with Disabilities:

(1) All students with disabilities served by special education programs shall demonstrate mastery of the Core Curriculum.

(2) If a student's disabling condition precludes the successful demonstration of mastery, the student's IEP team, on a case-by-case basis, may provide accommodations for or modify the mastery demonstration to accommodate the student's disability.

F. Students may demonstrate competency to satisfy course requirements consistent with R277-705-3.

G. All Utah public school students shall participate in state-mandated assessments, as required by law.

**KEY: curricula**

**March 5, 2002**

**Art X Sec 3  
53A-1-402(1)(b  
53A-1-402.6  
53A-1-401(3**



**Health**

**Education**



# Responsible Healthy Lifestyles

## Health Education

### Level 3

#### **Course Description (Levels K-6)**

Health Education offers students an opportunity to acquire knowledge, practice skills, and develop attitudes that can benefit them throughout life. Building a solid foundation of good decision-making skills can contribute to a variety of healthy choices for self and others. Although the knowledge components are addressed through seven different content sections, the development of skills and attitudes has been woven throughout each of the seven areas.

#### **Key**

**Phrases in bold lettering:** Refers to content concepts embedded in the objective that are also printed on the Scope and Sequence poster.

*Phrases in italicized lettering:* Refers to the Process Skill development that should be addressed, and are printed on the Scope and Sequence poster.

***Phrases in bold and italics:*** Refers to those skills that are also content.

**(Abbreviations in Parentheses):** Refers to other Core Curriculum in which the objective is similar, identical, or refers to a common concept. A key for integration:

- (FA) Fine Arts**
- (LA) Language Arts**
- (LM) Library Media**
- (PE) Physical Education**
- (SC) Science**
- (SS) Social Studies**

**\*Abbreviations with an \*asterisk:** Refers to resources that are available to help implement, teach, or enrich the objective(s).

- \*MP Maturation Program**
- \*NU Nutrition**
- \*PD Prevention Dimensions**



## Core Standards of the Course

### Healthy Self

**Standard 1: The students will learn ways to improve mental health and manage stress.**

Objective 1: Demonstrate **responsibility for self and actions**.

- Identify personal responsibilities.
- Predict the consequences of neglecting responsibilities; e.g., increased stress, poor grades, punishment, no sense of accomplishment, impact on other people.
- Report the outcomes of completing responsibilities; e.g., sense of accomplishment, feeling good, contribution to cause, less stress.
- Determine how good decision making can help complete responsibilities.

Objective 2: Recognize why **acceptance of self and others** is important for the development of *positive attitudes*. **\*PD**

- Determine the benefits of accepting self and others.
- Determine the benefits of having positive attitudes.
- Describe the relation between acceptance and attitude.

### Substance Abuse Prevention

**Standard 2: The students will adopt health-promoting and risk-reducing behaviors to prevent substance abuse.**

Objective 1: Recognize the **health implications of alcohol and tobacco use**. **\*PD**

- Identify both the short- and long-term effects of alcohol and tobacco use.
- Describe the effects of passive smoke.
- Determine the financial impact of alcohol and tobacco use.

Objective 2: Determine how building relationships with **helpful people** can be beneficial. **(SS)**

- List and classify helpful people; e.g., within family, neighborhood, community.
- Identify the benefits of building relationships with caring adults.

### Human Development and Relationships

**Standard 3: The students will understand and respect self and others related to human development and relationships.**

Objective 1: Summarize the functions of the skeletal and muscular systems.

- Name the **major body systems** and their basic functions.
- Describe the **skeletal and muscular** systems.
- Demonstrate ways to strengthen the skeletal and muscular systems. **(PE)**

Objective 2: Model behaviors that foster **healthy interpersonal relationships**. (SS)  
**\*PD**

- a. Examine the benefits of healthy relationships among peers, family, and community members.
- b. Recognize ways in which peers, families, and communities may change over time.
- c. Model ways to contribute to healthy relationships among peers, family, and community members.

Objective 3: Model strategies for **preventing abuse**.

- a. Maintain personal boundaries.
- b. *Identify* situations that may put one at risk for abuse.
- c. Demonstrate ways to *avoid, manage, or escape risk*.

<b>Disease Prevention and HIV/AIDS Education</b>
--

**Standard 4: The students will understand concepts related to health promotion and disease prevention.**

Objective 1: Tell why **HIV** is difficult to contract and usually does not affect children.

- a. List ways that people cannot contract HIV.
- b. Identify ways people can avoid coming in contact with blood.

Objective 2: Demonstrate ***decision-making and Refusal Skills®*** for HIV prevention.  
**\*PD**

- a. List reasons to avoid contact with blood.
- b. *Identify, avoid, manage, or escape* situations involving blood-to-blood contact.

Objective 3: Demonstrate **proper personal hygiene and universal precautions**.

- a. Demonstrate proper hand washing.
- b. Recognize importance of never touching another person's blood and other body fluids.
- c. Describe procedure to follow in the event of a blood spill.

<b>Safety and Injury/Violence Prevention</b>
--

**Standard 5: The students will adopt behaviors to maintain personal health and safety and develop appropriate strategies to resolve conflict.**

Objective 1: Match **safety procedures to potential hazards**. (SC)

- a. Describe **procedures to follow in case of fire, flood, earthquakes, and electrical shock**.
- b. Predict problems of using and being around **machines**.
- c. Explain how carelessness, hurrying, anger, and upset feelings may increase the chance of having an accident.
- d. List reasons for treating **animals** with respect and kindness.



<b>Nutrition and Fitness</b>
------------------------------

**Standard 6: The students will understand how a healthy diet and exercise can increase the likelihood of physical and mental wellness.**

Objective 1: Compare **personal eating habits** with a balanced diet. \*NU

- a. Record daily food intake.
- b. Determine a balanced diet based on the Food Guide Pyramid.

Objective 2: Identify **nutrient groups and the key functions of each**. \*NU

- a. Identify nutrient groups; i.e., proteins, fats, water, carbohydrates, vitamins, minerals.
- b. Name foods rich in key nutrients.
- c. Define the functions of basic nutrient groups.

Objective 3: Examine the **dangers of dysfunctional eating**.

- a. Identify common reasons for dieting; e.g., health, peer pressure, unhappy with looks and/or size, weight loss.
- b. Predict the effect fad diets may have on health.

Objective 4: **Assess personal fitness level. (PE)**

- a. Measure heart rate.
- b. Record the results of participation in aerobic, strength, endurance, and flexibility testing.

<b>Consumer and Community Health</b>
--------------------------------------

**Standard 7: The students will understand the value of service and effective consumer practices.**

Objective 1: Participate in **service learning that assists the community**. (SS)

- a. *Identify the needs* of a community.
- b. Examine situations when people or groups assist communities.
- c. *Plan, implement, and report* on community service.

Objective 2: Describe the **influence of media on making healthy choices**. (LA) (LM)

- a. Find health-related messages in media.
- b. Determine the reliability of health messages in the media, including Internet.
- c. Report the effect of media on decision-making.

Objective 3: Summarize the role of **health services** in the community.

- a. List various health services.
- b. Define the role of each service.
- c. Identify situations in which the health services can or should be accessed.



Responsible Healthy Lifestyles  
Health Education  
Level 4

**Course Description (Levels K-6)**

Health Education offers students an opportunity to acquire knowledge, practice skills, and develop attitudes that can benefit them throughout life. Building a solid foundation of good decision-making skills can contribute to a variety of healthy choices for self and others. Although the knowledge components are addressed through seven different content sections, the development of skills and attitudes has been woven throughout each of the seven areas.

**Key**

**Phrases in bold lettering:** Refers to content concepts embedded in the objective that are also printed on the Scope and Sequence poster.

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**\*Abbreviations with an \*asterisk:** Refers to resources that are available to help implement, teach, or enrich the objective(s).

- \*MP Maturation Program**
- \*NU Nutrition**
- \*PD Prevention Dimensions**



## Core Standards of the Course

### Healthy Self

**Standard 1: The students will learn ways to improve mental health and manage stress.**

Objective 1: Demonstrate effective *decision-making* based on positive self-worth.

**\*PD**

- a. Identify characteristics of positive self-worth; e.g., ability to set goals, self-efficacy and values, physical, social, mental health.
- b. Apply the *decision-making process*; i.e., identify the problem, gather information, identify alternatives, predict the immediate and long-term consequences, make the best choice, act, evaluate results.
- c. Identify factors that may influence decision-making; e.g., media, peers, environment, self-worth.

Objective 2: Practice constructive application of **assertiveness**.

- a. Describe assertiveness.
- b. Predict the results of assertive communication.
- c. Use *assertive communication in role play*.

Objective 3: *Set goals* to **enhance personal health**.

- a. Recognize how physical, mental, and social health interrelate.
- b. Evaluate personal health in each of these areas.

Objective 4: Explore positive options for **managing stress**. **\*PD**

- a. Define stress.
- b. Identify behaviors or situations that may cause conflict or stress.
- c. Create a personal stress management plan.

### Substance Abuse Prevention

**Standard 2: The students will adopt health-promoting and risk-reducing behaviors to prevent substance abuse.**

Objective 1: Discover **personal strengths and talents** that make one unique. **\*PD**

- a. Identify strengths and talents in classmates.
- b. Identify personal strengths and talents.
- c. Summarize how a variety of strengths and talents contribute to the uniqueness of people.

Objective 2: Identify the qualities of **positive role models**. \*PD

- a. Name role models or people who are admired.
- b. Compare characteristics of role models.
- c. Differentiate between behaviors that reflect a positive attitude and those that may indicate a negative attitude.
- d. Identify characteristics to be incorporated into life.

Objective 3: Predict the possible **consequences of substance use**. \*PD

- a. Analyze how social messages regarding the use of alcohol, tobacco, and other drugs may misrepresent the negative effects of each.
- b. Identify a variety of social, health, and economic problems associated with the abuse of alcohol, tobacco, and other drugs.

Objective 4: Model **responsible decision making**. \*PD

- a. List and explain the steps for *decision-making and Refusal Skills®*.
- b. Demonstrate *decision-making and Refusal Skills®* in responding to negative influences.

<b>Human Development and Relationships</b>
--

**Standard 3: The students will understand and respect self and others related to human development and relationships.**

Objective 1: Summarize the functions of the cardiovascular and respiratory systems.

- a. Review the **major body systems** and their basic functions.
- b. Describe the **cardiovascular and respiratory** systems.
- c. Demonstrate ways to strengthen the cardiovascular and respiratory systems.

Objective 2: Develop **skills for building healthy interpersonal relationships**.

- a. Show respect for the uniqueness of others, regardless of gender; e.g., abilities, talents, strengths, characteristics, and hopes for the future.
- b. Demonstrate *assertive communication*.
- c. Respect personal boundaries.

Objective 3: Exhibit qualities associated with **healthy body image**.

- a. Identify hereditary influences on body types.
- b. Recognize the physical changes associated with development.
- c. Model ways to show care and acceptance of the body; e.g., posture, hygiene, exercise, balanced diet.

<b>Disease Prevention and HIV/AIDS Education</b>
--

**Standard 4: The students will understand concepts related to health promotion and disease prevention.**

Objective 1: Determine how communicable diseases are spread.

- a. Compare modes of **transmission of diseases**.
- b. List ways that people cannot contract HIV.

Objective 2: Demonstrate **personal hygiene and universal precautions**.

- a. Demonstrate proper hand washing.
- b. List reasons to avoid contact with blood and other body fluids.
- c. Describe procedures to follow in the event of a blood spill.
- d. Demonstrate *decision-making and Refusal Skills®* for **HIV prevention**.

Objective 3: Demonstrate **ways to help people living with HIV and other diseases**.

- a. Identify ways to show compassion for others.
- b. Identify needs of people who are living with long-term illnesses.
- c. Plan an activity promoting compassion for people living with long-term illnesses.

<b>Safety and Injury/Violence Prevention</b>
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**Standard 5: The students will adopt behaviors to maintain personal health and safety and develop appropriate strategies to resolve conflict.**

Objective 1: Determine how to participate **safely** in **recreational** activities. (SC)

- a. List recreational and athletic activities and potential injuries.
- b. Identify safety equipment and procedures needed for various recreational and athletic activities.
- c. Practice safety precautions associated with changes in **weather**.

Objective 2: ***Make decisions*** about taking appropriate **risks**.

- a. Analyze dares, risks, and challenges.
- b. Predict the outcomes of taking reasonable and unreasonable risks.
- c. Apply *decision-making skills* to dares, risks, and challenges.

Objective 3: Demonstrate **basic first aid** procedures.

- a. Identify procedures for responding to minor injuries; e.g., animal and insect bites, bleeding, burns, cuts, and scratches.
- b. Know the general emergency number to call for a more severe injury or situation; i.e., 911 phone number.

Objective 4: Model various nonviolent ways to ***resolve conflict***. \*PD

- a. Identify situations that cause anger or frustration.
- b. List ways to deal effectively with anger or frustration.
- c. Identify how destructive behavior can cause conflict.
- d. Predict how constructive behavior might reduce conflict.

<b>Nutrition and Fitness</b>
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**Standard 6: The students will understand how a healthy diet and exercise can increase the likelihood of physical and mental wellness.**

Objective 1: Specify key **vitamins and minerals** and their functions. **\*NU**

- Name vitamins and minerals vital to a healthy body; e.g., vitamins B and C, minerals calcium and iron.
- Determine the functions of key vitamins and minerals.
- Name foods rich in key vitamins and minerals.
- Identify nutritional problems related to vitamin and/or mineral deficiencies.

Objective 2: Determine the relation between **food intake and activity**. **(PE) \*NU**

- Define calories.
- Estimate the number of calories needed for growth and body function.
- Predict the change in caloric requirements due to participation in activities.
- Plan a balanced food intake for one day.

Objective 3: Summarize how and why **bodies differ in shape and size**.

- Recognize individual growth patterns.
- Explain the role that heredity plays in growth and development.
- Describe the role of nutrition in growth and development.

<b>Consumer and Community Health</b>
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**Standard 7: The students will understand the value of service and effective consumer practices.**

Objective 1: Participate in **service learning that benefits Utah**. **(SS)**

- Identify needs* of Utah and/or its citizens.
- Examine situations when people or groups assist Utah.
- Plan, implement, and report* on service benefiting Utah.

Objective 2: Analyze how **media strategies and techniques** affect consumer practices. **(LA) (LM)**

- Identify the strategies and techniques used in a variety of media.
- Demonstrate the various strategies and techniques used by media.
- Compare effectiveness of various strategies and techniques.

Objective 3: Identify the role of **health professionals** in the school.

- List various health professionals within the school system and the services provided.
- Define the role of each health professional within the school system.
- Identify situations in which the services can and should be accessed.



Responsible Healthy Lifestyles  
Health Education  
Level 5

**Course Description (Levels K-6)**

Health Education offers students an opportunity to acquire knowledge, practice skills, and develop attitudes that can benefit them throughout life. Building a solid foundation of good decision-making skills can contribute to a variety of healthy choices for self and others. Although the knowledge components are addressed through seven different content sections, the development of skills and attitudes has been woven throughout each of the seven areas.

**Key**

**Phrases in bold lettering:** Refers to content concepts embedded in the objective that are also printed on the Scope and Sequence poster.

*Phrases in italicized lettering:* Refers to the Process Skill development that should be addressed, and are printed on the Scope and Sequence poster.

***Phrases in bold and italics:*** Refers to those skills that are also content.

**(Abbreviations in Parentheses):** Refers to other Core Curriculum in which the objective is similar, identical, or refers to a common concept. A key for integration:

- (FA) Fine Arts**
- (LA) Language Arts**
- (LM) Library Media**
- (PE) Physical Education**
- (SC) Science**
- (SS) Social Studies**

**\*Abbreviations with an \*asterisk:** Refers to resources that are available to help implement, teach, or enrich the objective(s).

- \*MP Maturation Program**
- \*NU Nutrition**
- \*PD Prevention Dimensions**



## Core Standards of the Course

### Healthy Self

**Standard 1: The students will learn ways to improve mental health and manage stress.**

Objective 1: Summarize how *communicating* with others can help improve **overall health**.

- a. Compare the benefits of social interaction and time alone.
- b. *Communicate* the need for social interaction and time alone.
- c. Adopt behaviors to help maintain mental health; e.g., reading, exercise, lifelong learning, abstaining from substance abuse.

Objective 2: Demonstrate *coping* behaviors related to **grief and loss**.

- a. Recognize the tasks associated with the grief and loss process; i.e., acknowledge loss or death, feel the feelings, go on living and loving.
- b. Recognize emotions associated with grief and loss.
- c. Identify common ways individuals may cope with loss.
- d. Identify ways to help others through the grieving process.

Objective 3: Predict the influence **body image** may have on **body acceptance**.

- a. Explain body image and body acceptance.
- b. Recognize influences on body shape and size; e.g., diet, disabilities, exercise, heredity.
- c. Recognize factors that may affect body image; e.g., media, peers, self-expectations.

Objective 4: Demonstrate constructive ways of *managing stress*. **\*PD**

- a. Explain how both positive and negative events can cause stress.
- b. Identify physiological, emotional, cognitive, and behavioral responses to stress.
- c. Predict how neglecting personal responsibilities may increase stress.
- d. Develop and apply a personal stress management plan.

### Substance Abuse Prevention

**Standard 2: The students will adopt health-promoting and risk-reducing behaviors to prevent substance abuse.**

Objective 1: Explore how relationships can contribute to **self-worth**. **\*PD**

- a. Recognize different ways people influence each other.
- b. Differentiate between positive and negative influences.
- c. Accept mistakes and learn from them.
- d. Participate in discussion on the benefits of positive self-talk.
- e. Practice positive reinforcement with others.

Objective 2: Use *decision-making skills* to increase the likelihood of positive outcomes.

**\*PD**

- a. Describe how advertising may influence individual choices.
- b. Predict the **consequences** of a variety of **choices**.

Objective 3: Summarize the **physiological effects of substance use**. **\*PD**

- a. Identify the effects of tobacco use, including smokeless tobacco, on the body.
- b. Identify the effects of alcohol use on the body.
- c. Identify the effects of drug use on the body.

<b>Human Development and Relationships</b>
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**Standard 3: The students will understand and respect self and others related to human development and relationships.**

Objective 1: Demonstrate qualities that help form **healthy interpersonal relationships**.

- a. List ways of showing respect and care for others.
- b. *Practice effective communication skills.*
- c. Respect personal boundaries.

Objective 2: Summarize the basic functions of the **digestive and glandular systems**.

- a. Review the **major body systems** and their basic functions.
- b. Describe the digestive and glandular systems.
- c. Explain how good hygiene can help offset the effects of the glandular system.

Objective 3: Identify **body changes that accompany puberty**. **\*MP**

- a. Summarize the role of the endocrine system and its impact; e.g., emotional fluctuations, body changes.
- b. Describe basic structures of female and male reproductive systems and identify their respective functions.
- c. Practice behaviors that maintain good hygiene.

<b>Disease Prevention and HIV/AIDS Education</b>
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**Standard 4: The students will understand concepts related to health promotion and disease prevention.**

Objective 1: Define **viruses and how they are transmitted**.

- a. List several diseases caused by viruses.
- b. List the primary modes of **transmission of HIV**.
- c. Recognize how infected yet symptom-free people can infect others.

Objective 2: Demonstrate ***decision-making and Refusal Skills®*** for HIV prevention.

- a. List situations that pose a risk for transmission of HIV.
- b. *Identify, avoid, manage, or escape* situations involving exposure to body fluids.

<b>Safety and Injury/Violence Prevention</b>
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**Standard 5: The students will adopt behaviors to maintain personal health and safety and develop appropriate strategies to resolve conflict.**

Objective 1: Describe **potential hazards, safety procedures, and first aid** within a variety of circumstances. **(SC)**

- a. Identify and avoid potential hazards in a variety of situations.
- b. Describe precautions to take when around **chemicals, electricity, or water**.
- c. Describe emergency procedures to follow in case of chemical, electrical, or water-related accidents.
- d. Demonstrate how to use safety equipment; e.g., basic first aid kit, fire extinguisher, Emergency Medical System.

Objective 2: Predict the effects of **violence on society**.

- a. Identify the dangers of mimicking violent behavior.
- b. Analyze the impact of violence portrayed in the media.

Objective 3: Develop vocabulary that shows **respect for self and others**.

- a. Identify comments that would show respect and caring for others.
- b. List positive ways to speak to self.
- c. Analyze the value in creating respectful, healthy relationships.

<b>Nutrition and Fitness</b>
------------------------------

**Standard 6: The students will understand how a healthy diet and exercise can increase the likelihood of physical and mental wellness.**

Objective 1: Predict the impact of the **Dietary Guidelines for Americans on health**.  
**\*NU**

- a. Know the Dietary Guidelines for Americans.
- b. Relate how following the Dietary Guidelines for Americans may impact the health of individuals as well as communities; e.g., obesity, heart disease, cancer, insurance rates, missed work days.

Objective 2: Evaluate **personal activity level and food intake** with the Dietary Guidelines for Americans and *plan* ways to improve health. **(PE) \*NU**

- a. Compare daily food intake and caloric output with Dietary Guidelines for Americans.
- b. Determine how changes in personal activity level and/or food intake may benefit personal health.

Objective 3: Recognize influences that may affect **body types and sizes**.

- a. Summarize the role of nutrition and exercise in body development.
- b. Determine how heredity and environment can influence body shape and size.
- c. Recognize the impact that puberty has on body growth, shape, and size.

Objective 4: Participate in a **physical activity** that is **enjoyable** and fosters confidence. **(PE)**

- a. Identify a fun physical activity.
- b. Participate in an activity that is challenging and rewarding.

<b>Consumer and Community Health</b>
--------------------------------------

**Standard 7: The students will understand the value of service and effective consumer practices.**

Objective 1: Participate in **service learning that assists the preservation of natural resources**. **(SC)**

- a. Identify natural resource protection needs.
- b. Examine situations where a person or group assists the protection of natural resources.
- c. *Plan, implement, and report* on a natural resource service project.

Objective 2: Determine the **influence of media on individual purchasing**. **(LM)**

- a. Analyze the influence of media on needs and wants.
- b. Describe how media strategies may contribute to impulsive buying.

Objective 3: Explore a variety of **health-related professions**.

- a. Research health-related professions.
- b. Select and report on a health-related profession.

Responsible Healthy Lifestyles  
Health Education  
Level 6

**Course Description (Levels K-6)**

Health Education offers students an opportunity to acquire knowledge, practice skills, and develop attitudes that can benefit them throughout life. Building a solid foundation of good decision-making skills can contribute to a variety of healthy choices for self and others. Although the knowledge components are addressed through seven different content sections, the development of skills and attitudes has been woven throughout each of the seven areas.

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- \*MP Maturation Program**
- \*NU Nutrition**
- \*PD Prevention Dimensions**





## Core Standards of the Course

### Healthy Self

**Standard 1: The students will learn ways to improve mental health and manage stress.**

Objective 1: Develop strategies for appropriately and safely expressing emotions.

- Recognize the **range of emotions, including extremes. \*PD**
- List situations that elicit strong emotions; e.g., winning or losing a competition, losing a friend, family changes.
- Predict the effect of substance use on emotions and the ability to appropriately manage them.

Objective 2: Demonstrate **acceptance of self and others. \*PD**

- Identify the benefits of feeling good about self.
- Recognize the value of other human beings.
- Predict the outcome of caring about self and others.

Objective 3: Develop personal **assets** that help **promote resiliency. \*PD**

- Identify personal developmental assets; i.e., internal, external.
- Identify opportunities to incorporate additional assets into life.

Objective 4: Demonstrate positive strategies for **managing stress.**

- Identify situations or circumstances that cause stress.
- Recognize personal reaction or response to stressful situations.
- Design a personal plan that includes options for managing stress and stressful situations.

### Substance Abuse Prevention

**Standard 2: The students will adopt health-promoting and risk-reducing behaviors to prevent substance abuse.**

Objective 1: Examine the possible **physical effects of substance abuse. \*PD**

- Identify the general physical effects of depressants and stimulants.
- Explain the concept of blood alcohol content.
- Explain the meaning of chemical dependence.

Objective 2: Summarize the **legal, social, and emotional consequences of substance abuse. \*PD**

- Identify legal age for using some substances and the consequences for underage use.
- Describe how meaningful relationships may suffer as a result of substance use.

Objective 3: Assess the role of **positive peer involvement** in making healthy choices.

**\*PD**

- a. Name the people comprising a personal support system.
- b. Explore the impact friends have on *decision making*.
- c. *Practice Refusal Skills®* in responding to pressure from others.

<b>Human Development and Relationships</b>
--

**Standard 3: The students will understand and respect self and others related to human development and relationships.**

Objective 1: Practice ways of showing **respect for self and others**.

- a. Adopt behaviors that contribute to a healthy body image; e.g., posture, hygiene, exercise, balanced diet.
- b. Demonstrate ability to communicate affection appropriately.

Objective 2: Summarize **changes that accompany puberty**. **\*MP**

- a. Recognize fluctuations in emotions and discuss ways of dealing with emotional changes.
- b. Predict ways that relationships may change over time.
- c. Recognize physical changes that occur during puberty.
- d. Practice behaviors that maintain good **hygiene**.

<b>Disease Prevention and HIV/AIDS Education</b>
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**Standard 4: The students will understand concepts related to health promotion and disease prevention.**

Objective 1: Compare **viruses to other microorganisms**. (SC)

- a. List several types of microorganisms.
- b. Explain how viruses differ from other microorganisms.

Objective 2: Describe the **HIV disease continuum**.

- a. Explain the progression of the disease beginning with HIV infection.
- b. Recognize how infected yet symptom-free people can infect others.
- c. Explain why opportunistic infections occur in people with weakened immune systems.

Objective 3: Demonstrate *decision-making and Refusal Skills®* for **HIV prevention**.

- a. List situations that pose a risk for **transmission of HIV**.
- b. *Identify, avoid, manage, or escape* situations involving exposure to body fluids.

## Safety and Injury/Violence Prevention

**Standard 5:** The students will adopt behaviors to maintain personal health and safety and develop appropriate strategies to resolve conflict.

Objective 1: Manage **abusive situations**.

- a. Recognize abusive situations; e.g., physical, emotional, and sexual.
- b. Identify sources of responsible **help for self and others**; e.g., parents, grandparents, school counselors, health professionals, clergy.

Objective 2: Examine **emotions** that may lead to violence, and determine safe ways to **manage** them.

- a. List situations that elicit strong emotions; e.g., winning or losing a competition, losing a friend, family changes.
- b. Identify strategies to appropriately and safely manage emotions that may lead to violence toward self or others.
- c. Predict the effect that substance use may have on emotions and the ability to appropriately manage them.

## Nutrition and Fitness

**Standard 6:** The students will understand how a healthy diet and exercise can increase the likelihood of physical and mental wellness.

Objective 1: Evaluate **food intake and levels of activity**. (PE)\*NU

- a. Analyze food intake and compare to Dietary Guidelines for Americans.
- b. Modify personal eating and activity plans to promote health and well-being.
- c. Choose activities to maintain or improve fitness.
- d. Examine how weight can be managed in a healthy manner.

Objective 2: Compare a variety of **food preparation techniques**. \*NU

- a. Explain the impact of food preparation on nutritional content.
- b. Judge food preparation methods to determine impact on nutritional content.
- c. Prepare a nutritionally sound snack.

Objective 3: Explain **nutritional labeling** and identify nutritional content. \*NU

- a. Recognize serving size information.
- b. Compare similar products and determine nutritional values of each.

Objective 4: Recognize the **dangers of dysfunctional eating**.

- a. Identify eating habits that may be dysfunctional; e.g., unbalanced diet, fad dieting, starving, compulsive overeating, bulimia nervosa, anorexia nervosa.
- b. Recognize the concept of self-abusive behaviors.
- c. Determine how dysfunctional eating may have negative effects on mental, physical, and social health.

<b>Consumer and Community Health</b>
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**Standard 7: The students will understand the value of service and effective consumer practices.**

Objective 1: Participate in **service learning that benefits the environment.** (SC)

- a. *Identify* environmental protection *needs*.
- b. Examine situations where a person or group assists with the protection of the environment.
- c. *Plan, implement, and report* on environmental service.

Objective 2: Research and summarize the reliability of **health resources and information.** (LM)

- a. Identify various types of health resources and information; e.g., pamphlets, journals, Internet, folklore, peers, fact lines, quackery, healthcare professionals, media.
- b. Determine a standard for reliability in health resources and information.
- c. Evaluate the reliability of resources and information based on the established standards.

Objective 3: Determine ways to be a more **effective health consumer.** (LM)

- a. Recognize media influences on making healthy choices.
- b. Predict the reliability of the product or information being considered.